

## WARE SHOALS ELEMENTARY

75 West Main Street  
Ware Shoals, South Carolina 29692

**GRADES** 4-6 Elementary School

**ENROLLMENT** 319 Students

**PRINCIPAL** DC Hutchins 864-456-2711

**SUPERINTENDENT** Fay S. Sprouse 864-456-7496

**BOARD CHAIR** Ed Farr 864-456-7496

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	63	21	0	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

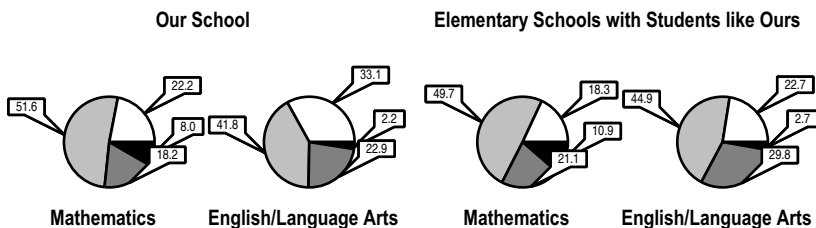
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Average	N/A
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	21	74	49
Percent satisfied with learning environment	81.0%	58.1%	70.2%
Percent satisfied with social and physical environment	71.4%	70.8%	58.3%
Percent satisfied with home-school relations	76.2%	87.5%	67.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	290	100.0	33.1	41.8	22.9	2.2	25.1	17.6
Gender								
Male	154	100.0	42.3	41.6	16.1	N/A	16.1	17.6
Female	136	100.0	22.2	42.1	31.0	4.8	35.7	17.6
Racial/Ethnic Group								
White	224	100.0	28.8	43.3	25.1	2.8	27.9	17.6
African-American	64	100.0	50.0	34.5	15.5	N/A	15.5	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	224	100.0	24.4	43.1	30.1	2.4	32.5	17.6
Disabled	66	100.0	60.6	37.9	N/A	1.5	1.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	290	100.0	33.1	41.8	22.9	2.2	25.1	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	290	100.0	33.1	41.8	22.9	2.2	25.1	17.6
Socio-Economic Status								
Subsidized meals	156	100.0	43.1	38.9	16.7	1.4	18.1	17.6
Full-pay meals	134	100.0	22.1	45.0	29.8	3.1	32.8	17.6

Mathematics								
All students	290	100.0	22.2	51.6	18.2	8.0	26.2	15.5
Gender								
Male	154	100.0	23.5	48.3	19.5	8.7	28.2	15.5
Female	136	100.0	20.6	55.6	16.7	7.1	23.8	15.5
Racial/Ethnic Group								
White	224	100.0	17.2	53.5	20.0	9.3	29.3	15.5
African-American	64	100.0	41.4	43.1	12.1	3.4	15.5	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	224	100.0	12.9	55.0	22.5	9.6	32.1	15.5
Disabled	66	100.0	51.5	40.9	4.5	3.0	7.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	290	100.0	22.2	51.6	18.2	8.0	26.2	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	290	100.0	22.2	51.6	18.2	8.0	26.2	15.5
Socio-Economic Status								
Subsidized meals	156	100.0	28.5	54.2	13.9	3.5	17.4	15.5
Full-pay meals	134	100.0	15.3	48.9	22.9	13.0	35.9	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	99	N/A	20.4	55.1	24.5	N/A	24.5
	Grade 5	79	N/A	44.3	44.3	11.4	N/A	11.4
	Grade 6	85	N/A	32.9	44.7	17.6	4.7	22.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	102	100.0	35.4	43.8	17.7	3.1	20.8
	Grade 5	103	100.0	27.6	44.9	27.6	N/A	27.6
	Grade 6	85	100.0	37.0	35.8	23.5	3.7	27.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	99	N/A	20.2	39.4	25.3	15.2	40.4
	Grade 5	79	N/A	40.5	39.2	11.4	8.9	20.3
	Grade 6	85	N/A	22.4	49.4	18.8	9.4	28.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	102	100.0	25.0	53.1	14.6	7.3	21.9
	Grade 5	103	100.0	15.3	58.2	21.4	5.1	26.5
	Grade 6	85	100.0	27.2	42.0	18.5	12.3	30.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 319)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.7%	Down from 3.2%	3.0%	2.4%
Attendance rate	91.5%	Down from 92.1%	95.9%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	15.8%	Up from 13.8%	15.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	20.5%	Down from 22.3%	9.0%	8.0%
Older than usual for grade	5.3%	Up from 3.6%	0.9%	1.1%
Suspended or expelled	0.0%	Down from 0.4%	0.0%	0.0%

Teachers (n= 20)				
Teachers with advanced degrees	35.0%	Down from 42.1%	50.0%	50.0%
Continuing contract teachers	65.0%	Down from 68.4%	87.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	78.5%	Up from 74.6%	88.1%	86.2%
Teacher attendance rate	93.4%	Down from 95.9%	95.2%	95.3%
Average teacher salary	\$34,327	Down 2.3%	\$39,804	\$39,909
Prof. development days/teacher	11.9 days	Down from 12.7 days	11.3 days	11.4 days

School				
Principal's years at school	15.0	Up from 14.0	4.0	4.0
Student-teacher ratio	19.4 to 1	Up from 14.6 to 1	19.2 to 1	18.9 to 1
Prime instructional time	84.2%	Down from 86.5%	89.8%	89.7%
Dollars spent per pupil*	\$6,825	Up 5.6%	\$5,837	\$5,892
Percent spent on teacher salaries*	49.8%	Down from 54.0%	65.3%	66.6%
Opportunities in the arts	Poor	Down from Good	Good	Good
Parents attending conferences	99.3%	Up from 93.6%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The past year was a challenging and successful year for our school. Our school experienced budget cuts during the year and we met the challenge. Through the commitment and dedication of many individuals working together as a team we had another successful school year. Throughout the school year students received excellent academic instruction in the following areas:

In the science lab students had the opportunity for hands on instruction.

In our computer labs students had the opportunity to use the computers for reading, math, and research.

Students received math instruction using the newly adopted math books.

Students received academic assistance for twenty minutes a day.

During extension students were offered instruction in Spanish.

Students were encouraged to read through our accelerated reading program.

Many students took advantage of our after-school program. Our after-school program offered swim safety classes to our grade five students.

In addition to the academic programs offered, our students received instruction in social skills and life skills. Fifth grade students received instruction in our DARE program and grade six students received instruction in social skills and life skills to help them make good decisions. Students also had an opportunity to participate in our student council and Jr beta club. We also continued band for our grade 5 and 6 students.

Providing a safe learning environment and a quality instructional program will remain our top priority for next year.

Ware Shoals Elementary is committed to continuously improving our educational programs to meet the needs of our students. We are dedicated to enhancing the abilities of each child to think, to act, and to interact in order to successfully perform in a constantly changing world

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.